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SOCIAL STUDIES IN SECONDARY EDUCATION

I

INTRODUCTION

This Commission¹ of the Association of Collegiate Schools of Business was appointed in November, 1919, to study and report upon the question of appropriate correlation of secondary and collegiate education, with particular reference to business education. It now submits a report of progress as a basis of discussion by members of the association. It asks that it be continued and instructed to make further studies of the business curriculum. Its present report of progress deals with social studies in secondary education.

¹ A Commission, rather than a committee, was appointed in order to include representatives from other organizations. The members of the Commission follow:

From Secondary-school work, H. V. Church, appointed by the Association of Secondary-School Principals.

From Labor, Charles B. Stillman, appointed by the American Federation of Labor.

From Employers, H. H. Rice, appointed by National Industrial Conference Board.

From the Association of Collegiate Schools of Business, R. E. Heilman, W. H. Kiekhofer, C. O. Ruggles, I. Leo Sharfman, and L. C. Marshall, chairman.

The concurrence of these men in this report does not necessarily imply a similar concurrence of the appointing organizations in all of the conclusions.

It will be observed that the work of the Commission was confined to the correlation of secondary and collegiate education. This at once eliminated from consideration the two-year high-school commercial course. Even so, the remaining problem was large and complex. For example, it would have been possible, and quite appropriate, for the Commission to have brought in a report dealing with (a) the correlation of the four-year high-school course and collegiate education, (b) the correlation of the six-year junior-senior high-school course and collegiate education, and (c) the correlation of both of the foregoing with the junior and senior college.

The Commission has decided to place its main emphasis upon the field indicated by (b) above, the correlation of the six-year junior-senior high-school course and collegiate education. It has chosen to emphasize *one* field because it believes that a single clear-cut proposal will facilitate discussion of fundamental issues rather better than several proposals. It has chosen this particular field partly because the 6-3-3 organization seems likely to be the dominant secondary-school organization of the future, and partly because the coming in of the 6-3-3 organization gives opportunity to work out a plan that will not be too greatly hampered by custom and tradition. Then, too, it is not difficult to derive a four-year program from the longer program, in case one is primarily interested in the four-year plan. The Commission has, indeed, made certain suggestions on page 52 in the 8-4 field.

For correlation to occur, there must be parts of a coherent whole which are to be brought into relationship. If we are to correlate two parts of business education we must have some working hypothesis concerning the essential elements of the business curriculum. The Commission is well aware that there is today much lack of agreement concerning the details of the business curriculum. It believes, however, that everyone will accept this very general statement: "Business education which extends into collegiate grade seeks to develop competent business executives. These executives must administer their businesses under conditions imposed by the environment both physical and social." This statement, if accepted, gives us something definite to work upon.

There must be training looking toward technical competence in management; training looking toward giving an understanding of the social environment; and training dealing with the physical forces of our world. The Commission is discussing these types of training in a scheme of education which runs through high school and college.

Here again the Commission has chosen to narrow its field. While recognizing the need of the work of the physical sciences, and while providing for them in general terms in its proposal, the Commission has made a detailed proposal only in the fields of social environment and technical management. Its only defense for this limitation of field is that the world was not made in a day.

II

SOCIAL STUDIES IN THE BUSINESS CURRICULUM

The social justification of business education lies in its contribution to increased productive capacity, using that term in its broadest sense. Productive capacity is promoted by competence in social relationships as truly as it is by technical competence.

The true goal of business education is not that of enabling its recipients to make more money. Of course, training for business does mean increased earning capacity and beyond question individual earning capacity is a matter of great social significance. The justification of business education is, however, more deeply grounded. It rests fundamentally upon its contribution to the progress of our society through developing more competent business men, more competent not merely as technical workers in some specialized aspect of business activity, but also as the co-ordinating agents of our régime of individual exchange co-operation. Technical competence as a means of increasing productive capacity is generally accepted as a proper goal of business education; it requires neither explanation, comment, nor justification. Just because it is so widely accepted, it needs no discussion here. Competence in social relationships, however, is on a different footing. It still requires, to many minds, explanation, if not justification.

Granting, then, the desirability of technical competence in the modern business man, the Commission invites attention to that

aspect of his task which is concerned with the co-ordination of the specialists of modern society.

Ours is a society of specialists, and is, therefore, one of great productive possibilities, provided these specialists are effectively co-ordinated. But effective co-ordination is a tremendous task. It raises the whole problem of the appropriate apportionment of our social energy in the process of want-gratification, the whole problem of the guidance of economic activity. Our specialists, either through their own powers or because they command powers outside themselves, are our repositories of social energy. How much social energy shall be devoted to making producer's goods? How much to making consumer's goods? How much to developing instrumentalities of social control? How much to one particular industry as opposed to another? How much to one form of productive energy such as capital goods, as opposed to another form such as labor power? What is the most effective apportionment of productive energy within a single business unit? These questions hint at the range of problems involved in the co-ordination of the specialists of modern society. They point to the weighty social responsibilities assumed by the modern business man, who, operating in terms of such social phenomena as competition, private property, and the pecuniary organization of society, "by authority" regulates the apportionment of productive energy and the co-ordination of the specialists employed within a given business unit and "through exchange" is responsible for the initial steps involved in the co-ordination of a specialized unit with the rest of society. They show that increased productive capacity for the community as a whole presupposes something more than technical competence in business men.

With such serious social burdens resting upon the responsible organizers of modern business, it is at least an interesting fact that in the main these organizers, whether self-appointed or appointed by others, are appointed with a minimum of social supervision. Speaking in general terms, anyone with sufficient command of social energy may appoint himself an organizer. Once appointed, his continuance in the task depends upon his business success or failure. Here society has a tremendous interest at stake. If

the organizer is successful (and if we assume that his organizing acts are appropriately controlled by society), society gains in want-gratifying power by his success. If he fails, society loses, since productive energy has been misplaced or misdirected. Making allowance for the different conditions, much the same social situation obtains in the case of the organizer appointed by others. What a curious trial-and-error method of finding business leaders and of maintaining the co-operation of modern specialists!

Just in this field is to be found one important function of business education. In the past, we have had a negative attitude with respect to this whole matter of the individual becoming an organizer, and with respect to his continuance in the task. Perhaps we have not fully appreciated how large is the stake of society; perhaps we have been under the influence of our *laissez faire* antecedents. Whatever may be the explanation of our negative attitude of the past, there can be no question that it is being supplanted by a positive attitude for the future, and that the development of business education is one of the outstanding manifestations of that attitude. In the future, if business education rises to its responsibilities, the individual organizer will be able to approach his social task of co-ordinating modern specialists with greater awareness of the nature of his task and of the social responsibilities involved therein; with greater knowledge of difficulties, dangers, and paths to success, and accordingly with greater ability to perform his task of co-ordination with a minimum of social waste. Our research into business practices and processes, our inquiries into the characteristics of our modern complex life, our gropings for principles or laws which will explain the functioning of our complex economic and social institutions, are to be instruments of a positive attempt to give our organizers an equipment which will enable them more efficiently to assume the position of co-ordinators in our régime of exchange co-operation. Therein rests a tremendous contribution to increased productive capacity and to social welfare.

Acceptance of this statement of the purposes of business education will carry with it acceptance of the proposition that business courses should, *inter alia*, seek to give an understanding of the

functioning structure of modern industrial society. This is true not merely because the interests of society will be better served by so doing. It is true also because business success for the individual will be promoted.

Of course, there is important territory lying behind all this in the fact that our modern specialists, whether dentists, laborers, lawyers, farmers, or business executives are first of all citizens of a democratic state and their secondary school and collegiate training must give them an understanding of what it means to live together in an organized society and what rights, duties, and obligations they have in such a group. The consideration of what is involved in training for citizenship thus reinforces the suggestion that the business executive needs, *as a business man*, to understand his social environment. The citizenship argument is well set forth by the commission of the National Education Association on the Reorganization of Secondary Education. Their statement that the main objectives of education are (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, and (7) ethical character, may or may not be accepted as a satisfactory statement of the objectives of education, but such a statement is certainly a challenge to the social sciences to step into their proper place in our educational system.

III

THE PREVIOUS PROPOSALS CONCERNING SOCIAL STUDIES IN SECONDARY SCHOOLS

The proposals which our various educational bodies have thus far made concerning social studies in the secondary schools do not meet the needs of the case.

It is not necessary for our present purposes to cite any details of the admitted shortcomings of our colleges, of our collegiate schools of business, and even of our graduate schools of social sciences in giving students any clear understanding of the structure and operations of our society. It will, however, give point to the later discussion if we see how completely our secondary schools, our "colleges for the common people," have failed—small blame to them—in this task.

At the risk of indulging in tiresome documentation, let us observe, in chronological order, the proposals made in the last generation by our various authoritative educational agencies with respect to social studies in our elementary and secondary schools.

Beginning with the report of the Madison Conference on History, Civil Government, and Political Economy made to the Committee of Ten on Secondary-School Studies of the National Education Association in 1892, and set forth by the Committee in 1893, we find this proposal:¹

Resolved, That the Conference adopt the following as the program for a proper historical course:

First year: Biography and mythology.

Second year: Biography and mythology.

Third year: American history; and elements of civil government.

Fourth year: Greek and Roman history, with their oriental connections.

(At this point the pupil would naturally enter the high school.)

Fifth year: French history (to be so taught as to elucidate the general movement of medieval and modern history).

Sixth year: English history (to be so taught as to elucidate the general movement of medieval and modern history).

Seventh year: American history.

Eighth year: A special period, studied in an intensive manner; and civil government.

Resolved, That civil government in the grammar schools should be taught by oral lessons, with the use of collateral textbooks, and in connection with United States history and local geography.

Resolved, That civil government in the high schools should be taught by using a textbook as a basis, with collateral reading and topical work, and observation and instruction in government of the city, or town, and state in which the pupils live, and with comparisons between American and foreign systems of government.

Resolved, That no formal instruction in political economy be given in the secondary schools, but that, in connection particularly with United States history, civil government, and commercial geography, instruction be given in those economic topics, a knowledge of which is essential to the understanding of our economic life and development.

¹ The Conference also set up an alternative six-year course, which need not here be reproduced. See *United States Bureau of Education, Report of the Committee on Secondary-School Studies*, Washington, 1893, pp. 46-47 and 163-64.

While the Committee of Ten did not have its recommendations follow precisely the report of the Conference, we may in some real sense regard the foregoing proposal as the Magna Carta of the social studies in our secondary schools. It speaks for itself. The other social sciences are definitely to be subordinated to history, and history is to be presented in a logical and chronological sequence. This arrangement, especially in view of the kind of history then available for presentation, boded ill for the student's appreciation of the society round about him.

In 1898 the Committee of Seven of the American Historical Association (appointed in 1896) made a report on *The Study of History in Schools*¹ which, while nominally confined to history and government, in practice involved the entire offerings in social science. While changes were made in the details of arrangement,²

¹ The Committee of Seven, *The Study of History in Schools*. Report of the American Historical Association.

² One member of the committee presented a curriculum of historical study for the elementary grades. Biographies of great men were to occupy the third and fourth grades and this work was to be followed in the succeeding grades by (1) elementary ancient history, (2) medieval and modern history, (3) English history, (4) American history.

For the ordinary four-year high-school course, the findings of the committee were as follows:

As a thorough and systematic course of study, we recommend four years of work, beginning with ancient history and ending with American history. For these four years we propose the division of the general field into four blocks or periods, and recommend that they be studied in the order in which they are here set down, which in large measure accords with the natural order of events, and shows the sequence of historical facts:

1. Ancient history, with special reference to Greek and Roman history, but including also a short introductory study of the more ancient nations. This period should also embrace the early Middle Ages, and should close with the establishment of the Holy Roman Empire (800), or with the death of Charlemagne (814), or with the treaty of Verdun (843).
2. Medieval and modern European history, from the close of the first period to the present time.
3. English history.
4. American history and civil government.

No one of these fields can be omitted without leaving serious lacunae in the pupil's knowledge of history. Each department has its special value and teaches its special

this Committee of Seven did not, upon the whole, go much beyond the Madison Conference in its position concerning the presentation of social sciences other than history. While conceding that "in any complete and thorough secondary course . . . there must be, probably, a separate study of civil government," they held that "a great deal of what is called civil government can best be studied as a part of history," and while the student "should come to a realization of the nature of the problems of the industrial world about him" they did not think "that economic or social facts should be emphasized at the expense of governmental or political facts."

In 1908 the Committee of Five of the American Political Science Association (appointed 1904-5) brought in a report¹ on instruction in American government in secondary schools which looked definitely toward breaking the monopoly of history. This committee recommended "that the discussion of the simple and readily observable functions and organs of local government be introduced into all the grades beginning not later than the fifth," and that the eighth grade should see "more formal instruction in local, state, and national government, using an elementary text and some reference books . . . for one-half of the eighth year." In the high school "American government should follow upon the work in history and should be a required study at least five recitations per week for one-half of the fourth year, or three recitations per week for that entire year."

lesson; above all, the study of the whole field gives a meaning to each portion that it cannot have by itself.

If only three years can be devoted to historical work, three of the periods outlined above may be chosen, and one omitted; such omission seems to us to be better than any condensation of the whole. But if any teacher desires to compress two of the periods into a single year's work, one of the following plans may be wisely adopted: (1) Combine English and American history in such a manner that the more important principles wrought out in English history, and the main facts of English expansion, will be taught in connection with American colonial and later political history. (2) Treat English history in such a way as to include the most important elements of medieval and modern European history.

¹ Summarized in *The Teaching of Government*, p. 23, Macmillan (1916).

At the 1905 meeting of the American Historical Association a Committee of Eight was appointed to draw up a program of historical work for the elementary schools and to consider other closely allied topics. Their report (1908), taken in connection with the work of the Committee of Five of the American Historical Association (appointed 1907 and reporting in 1910), marks no fundamental change in the attitude of the historians, although it does display willingness to admit more civics to the curriculum, to put more emphasis on modern history, and to modify the content of the historical courses.¹

¹ Significant passages from the report of the Committee of Eight (Scribner, 1909), are as follows:

The object of a course in history for the first two grades is to give the child an impression of primitive life and an appreciation of the public holidays. Indian life affords the best example of primitive customs.

In the third grade the child is able to read understandingly, and should be supplied with stories that tend to develop a historical sense. The heroism of the world is drawn upon. Public holidays should, however, receive the greatest consideration from the teacher.

The fourth grade should deal with historical scenes and persons in American history. This should be carried on through the fifth grade with constant correlation of geography, of literature, and picture study.

For the sixth grade, groups of topics should be presented (though not as organized history) on those features of ancient and medieval life which explain either important elements of our civilization, or which show how the movement for discovery and colonization originated.

In the seventh grade there should be taken up the settlement and growth of the colonies, with enough of the European background to explain events in America having their causes in England or Europe. The American Revolution should also be considered in this grade.

The subject-matter for the eighth grade would include the inauguration of the new government, the political, industrial, and social development of the United States, westward expansion, and the growth of the great rival states of Europe.

Elementary civics should permeate the entire school life of the child. Civics and history should, so far as possible, be taught as allied subjects with the emphasis at one time upon history, and at another time upon present civics. In the later grades the instruction in civics should be fairly definite and formal. The time to be given it should be at least twenty minutes a week for a half-year in Grades V and VI; forty minutes in Grade VII and sixty minutes in Grade VIII.

The blocks of study proposed by the Committee of Five for the secondary schools ran thus (see 1910 Report of American Historical Association, p. 239):

1. Ancient history to 800 A.D. or thereabouts, the events of the last five hundred years to be passed over rapidly.

2. English history, beginning with a brief statement of England's connection with the ancient world. The work should trace the main line of English development

At its meeting in December, 1911, the American Political Science Association appointed a Committee of Seven "to consider the methods of teaching and studying government now pursued in the American schools, colleges, and universities, and to suggest means of enlarging and improving such instruction." The inquiry was extended to elementary and secondary schools and reports were made 1913-15, a general statement being available as a Macmillan publication (1916), *The Teaching of Government*. The report (which, by the way, recognized the administrative reorganization which was taking place in our school system through the establishment of junior and senior high schools) advocated the presentation in the first three or four grades of the elementary school of "some of the fundamental civic virtues as applied to the home, the school, and the neighborhood"; in Grades IV-VI "more specific instruction as to local affairs, with emphasis upon some of the functions which government performs"; in the junior high school more definite instruction, using a text, with "emphasis still upon functions but with some attention to the machinery of government—local, state, and national"; in the senior high school, "a year of social science (exclusive of history) should be given, of which at least a half-year shall be devoted to the study of government, and four or five hours per week should be given to this subject."

Meanwhile the community civics movement had been developing. Experimental work had been carried on in many quarters and in 1916 the Subcommittee on Social Studies in Secondary Education made the following report (see *Bulletin 28*, 1916, Bureau

to about 1760, include as far as is possible or convenient the chief facts of general European history, especially before the seventeenth century, and give something of the colonial history of America.

3. Modern European history, including such introductory matter concerning later medieval institutions and the beginnings of the modern age as seems wise or desirable, and giving a suitable treatment of English history from 1760.

4. American history and government, arranged on such a basis that some time may be secured for the separate study of government. We propose a possible division of the year which would allow two-fifths of the time for such a separate and distinct treatment.

of Education) to the Commission on the Reorganization of Secondary Education of the National Education Association:

Assuming that provision has been made for the social aspect of education in Grades I–VI of the elementary school, the following general plan of social studies is proposed for the years VII–XII:

JUNIOR CYCLE (YEARS VII–IX)

(Geography, European history, American history, civics)

Geography, history, and civics are the social studies that find a proper place in the seventh, eighth, and ninth years. The geography should be closely correlated with the history and civics, and should be thoroughly socialized. The history should include European as well as American history. The civics should be of the “community civics” type.¹ In addition, it is desirable to emphasize the social aspects of other studies such as hygiene or other science, and even arithmetic.

The following alternative plans are suggested; it is not intended, however, to preclude the possibility of other adjustments that local conditions may require:

Seventh year: (1) geography—one-half year; European history—one-half year (these two courses may be taught in sequence or parallel through the year); civics—taught as a phase of the above and of other subjects, or segregated in one or two periods a week, or both. Or (2) European history—one year; geography—taught incidentally to, and as a factor in, the history;

¹ The subcommittee has given us a rather full explanation of the aim and content of community civics, as follows:

This aim is analyzed as follows: To accomplish its part in training for citizenship, community civics should aim primarily to lead the pupil (1) to see the importance and significance of the elements of community welfare in their relations to himself and to the communities of which he is a member; (2) to know the social agencies, governmental and voluntary, that exist to secure these elements of community welfare; (3) to recognize his civic obligations, present and future, and to respond to them by appropriate action.

A characteristic feature of community civics is that it focuses attention upon the “elements of community welfare” rather than upon the machinery of government. The latter is discussed only in the light of a prior study of the “elements of welfare,” and in relation to them. The “elements of welfare” afford the organizing principle for this new type of civics.

It is suggested that the following elements of welfare be studied as topics: (1) health; (2) protection of life and property; (3) recreation; (4) education; (5) civic beauty; (6) wealth; (7) communication; (8) transportation; (9) migration; (10) charities; (11) correction. In addition, the course may well include the following topics dealing with the mechanism of community agencies: (12) how governmental agencies are conducted; (13) how governmental agencies are financed; (14), how voluntary agencies are conducted and financed.

civics—taught as a phase of the above and of other subjects, or segregated in one or two periods a week, or both.

Eighth year: American history—one-half year, civics—one-half year (these two courses may be taught in sequence or parallel through the year); geography—taught incidentally to, and as a factor in, the above subjects.

Ninth year: (1) civics, continuing the civics of the preceding year, but with more emphasis upon state, national, and world aspects—one-half year; civics, economic and vocational aspects—one-half year; history (much use made of history in relation to the topics of the above courses). Or (2) civics—economic and vocational; economic history (these two courses for one year, in sequence or parallel).

SENIOR CYCLE (YEARS X–XII)

(European history, American history, problems of democracy—social, economic, and political)

The Commission recommends as appropriate to the last three years of the secondary school the following courses:

1. European history to approximately the end of the seventeenth century—one year. This would include ancient and oriental civilization, English history to the end of the period mentioned, and the period of American exploration.
2. European history (including English history) since approximately the end of the seventeenth century—one (or one-half) year.
3. American history since the seventeenth century—one (or one-half) year.
4. Problems of American democracy—one (or one-half) year.

Moved in part by the rising tide of community civics, the American Historical Association appointed a Committee on History and Education for Citizenship which made a report in December, 1919, and 1920, was reorganized, and is still at work upon the problem. In broad outline their report blocks out four units, of which two are in Grades I–VI; one is in the junior high school, and one in the senior high school. The first unit is for the second grade and is called “The Making of the Community.” It is apparently primarily a study of Indian life and the changes wrought by the white man. The second unit deals with “The Making of the United States” and runs as follows: third grade, “How Europeans Found Our Continent and What They Did with It”; fourth grade, “How Englishmen Became Americans, 1607–1783”; fifth grade, “The United States, 1783–1877”; sixth grade, “The United States Since 1877” (half-year), and “How We Are Governed” (half-year).

The work for the secondary schools is blocked out as follows (using in the main the phraseology of the report):

THE JUNIOR HIGH SCHOOL, GRADES VII-IX

"American History in Its World-Setting." This will constitute a third unit. This work is designed for the seventh, eighth, and ninth grades, and is divided as follows:

Seventh grade: The world before 1607 and the beginnings of American history, including the building of the Spanish Empire in the New World, the basis of the present group of Latin American Republics.

Eighth grade: The world since 1607 viewed in relation to the evolution and expanding world-influence of the United States. Treatment is to take account of the civic problems but to emphasize specially the economic and social features of our history up to recent times.

Ninth grade: Community and national activities. This course combines recent economic and social history with commercial geography and civics. For those pupils of the ninth grade who expect to complete the senior high school the committee recommends as an alternative to the above a course in the progress of civilization from earliest times to about 1650.

SENIOR HIGH SCHOOL, GRADES X-XII

"The Modern World." This fourth unit will consist of the following year courses:

Tenth grade: Progress toward world democracy, 1650 to the present. This will be a study mainly of European history, but with some attention also to the rest of the non-American world. The emphasis will be upon political movements and political reorganizations. But the explanations of these will be sought in economic changes, in inventions, discoveries, and social regroupings as well as in the leadership of great personages and the influence of critical or constructive ideas.

Eleventh grade: The preceding course will form the background for a study, in the same spirit, of United States history during the national period, with emphasis on lists of topics to be selected for special treatment, and with critical comparisons with institutions and with tendencies in other countries.

Twelfth grade: Social, economic, and political principles and problems.

A very interesting aspect of the work of this committee is the fact that they assumed the task of preparing syllabi, some of which have been appearing in *The Historical Outlook*. It is understood, however, that they have deferred action on the syllabus for the twelfth grade, in the hope of securing co-operation of economists, political scientists, and sociologists.

It is apparent that the foregoing statement is arranged with reference to that plan of school organization known as the Junior-Senior High School Plan. This Committee of the historians also made recommendations for the orthodox four-year high-school course as follows: For the first year, the course in community and national activities; for the second year, the course in modern world-history (except American); for the third year, United States history during the national period; for the fourth year, a course in so-called problems of American democracy.

The committee regards all of the foregoing material as an appropriate minimum requirement for graduation on the part of all pupils. They believe that in addition there should be elective history courses in the following fields:

a) The ancient world to about 800 A.D. This course should be so placed in the program as not to interfere with the required courses outlined above.

b) A survey of ancient and medieval history to approximately the middle of the seventeenth century. If convenient, this should be taken before the required course in modern world-history of the tenth grade.

c) The history of England and the British Empire.

d) A course involving an intensive study of local, state, or regional history, or of some particular period or movement in the history of the Americas.

e) A similar course involving an intensive study of some particular period or movement in European history. This might well take the form of the study of the background and history of the Great War.

f) An intensive study of the recent history of the Far East.

Meanwhile, the American Sociological Society entered the lists. At its 1918 meeting "a committee was appointed to ascertain the present status of the teaching of sociology in the grade and high schools of America and to make recommendations for the extension of such teaching." This committee reported in 1919, 1920, and 1921 and is being continued for further work. In its 1920 report, this Committee looked with most favor upon the proposal of the

Sub-Committee on Social Studies of the National Education Association Commission on Reorganization of Secondary Education, but it felt that the concept "community civics" is much too narrow and that the term should be abandoned in favor of "general social science" which should definitely include sociology, economics, civics, and ethics fused after the analogy of "general science." The committee also argued for a treatment of history in the tenth grade which should be "an outline survey of social evolution, including prehistoric times, which should emphasize the social and economic sides, trace the historic development of ideals and institutions, and reveal the solidarity of modern nations," and which should not exaggerate the relative significance of political institutions. In its 1921 report, the Committee discussed what is in essence the plan presented on pages 46 to 52 of this report.

A Committee of the American Economic Association also reported at the December meeting, 1921, and secured leave to print, as a basis of discussion by members of the Association, a proposed arrangement of secondary social studies which coincides with the one presented on pages 46 to 52.

An interesting outcome of the December, 1921, meetings of the various social science associations is the formation of a joint commission made up of two members each from the following organizations: the American Historical Association, the American Economic Association, the Association of Collegiate Schools of Business, the American Sociological Society, the American Political Science Association, and the National Council of Teachers of Geography. This joint commission has been instructed to continue the study of the presentation of social studies in the secondary schools.

A review of these pronouncements made up to the December, 1921, meetings by the leading organizations concerned with the presentation of social studies in our secondary schools of the academic type justifies the following comments:

a) The grip of history is strong. In the main, it seems to have been assumed that historical study should be the chief instru-

mentality for giving our younger students an understanding of the structure of the present-day society.

b) This attitude has been challenged to some considerable extent in recent years by the community civics movement, and by the American Political Science Association and the American Sociological Society—so effectively challenged, indeed, that the historians themselves show signs that they appreciate that the monopoly of history in secondary social studies is to be broken and that the history which remains in the curriculum is to be more definitely pointed toward understanding the society of today.

c) The report of the Subcommittee of the National Education Association on Social Studies in Secondary Education, more than any other report, displays a desire to make the student acquainted with the various aspects of the society in which he lives. But even that report blocks out a plan which is entirely inadequate. Notwithstanding its emphasis upon “community,” “economic,” and “vocational” civics, sufficient attention is not given to the economic aspects of modern society. The document shows the influence of the historian, the political scientist, and the sociologist, but not sufficiently that of the economist. In particular there is a haphazard and inadequate presentation of economic interests in the content of community civics. There is a good selection of scattered topics but the student can scarcely secure a rounded, balanced view of our modern society. Quite aside from the poor balance in this program of social studies, it is inadequate in its senior high school presentation. The senior high school curriculum should bring to ripeness and maturity the earlier work, but this is not done.

IV

THE ACTUAL POSITION OF SOCIAL STUDIES IN SECONDARY SCHOOLS

The actual position of social studies in secondary schools falls far short of the unsatisfactory proposals which have been made.

The preceding section sketched the inadequate proposals which have been made in the secondary-school social studies. The question may arise, however, whether the actual practice in our schools is not better than the formal pronouncements of our educational organizations. Not at all. On a priori grounds it should be

expected that these pronouncements would be in advance of the practices, and the expectation is fully justified by the facts. Here and there some progressive community or progressive teacher has tried bits of promising experimentation, but the situation as a whole shows that the presentation of social studies is roughly along the lines of the earlier reports of the committees of the American Historical Association. The outstanding difference is that instead of history securing four years of the high-school student's time, as the historians originally desired, the pressure of other subjects in the curriculum has reduced the average to something over two years. To some extent economics and civics have gained through history's loss, but in the main that loss has been a loss for social science in general. The truth of the matter is that history has not been able to command the respect and approval of the secondary-school constituency as an effective instrument for explaining the society in which we live, and the other social sciences have not met the crisis precipitated by the failure of history.

The accompanying table,¹ although presenting data now seven years old, gives a general view of the extent and character of the secondary-school presentation of social studies in the country as a whole. It shows that, speaking generally, our secondary-school system depends for social-study training upon a chronological study of history—ancient, medieval, modern, English—with a fourth-year top-dressing of American history, civics, and a little economics. The offerings of ancient history are heavy in the first and second years; those of medieval and modern European history are heavy in the second and third years; those of English history in the third year; and those of American history, civics, and economics are heavy only in the fourth year. The full absurdity of such a performance appears only when we bear in mind that the “average” student who finishes the secondary course has taken a total of, say, two and one-half units of social science, and that social studies of our present order occur in the curriculum typically at a stage at which the attendance has been greatly lessened. The actual position of social studies in secondary schools falls far short of the unsatisfactory proposals which have been made.

¹ Inglis, *Principles of Secondary Education*, p. 541.

As a means of checking these data, the Commission has made a detailed study of the social-science material presented in 1920-21 for admission credits at one of our collegiate schools of business, the School of Commerce and Administration of the University of Chicago. The check is inadequate in that it covers only one case. It is believed, however, that this case is typical so far as the Middle West situation is concerned. Certainly it cannot be argued that a case was chosen which would presumably provide a weak showing in social-study training. Rather the reverse. Notwithstanding a reasonably wide geographical distribution of the students attending this institution it is a well-known fact that any college located in a large city is mainly a local institution and both American history and civics are required in the Chicago public schools.

The Commission ascertained, furthermore, that the social-study training of students entering the School of Commerce and Administration is not particularly different from that of students entering other divisions of the University. The most extreme variation from the average credits presented by the Freshmen in the School of Commerce and Administration was presented by

SUBJECTS WHICH AN "AVERAGE" FRESHMAN PRESENTS
AT THE UNIVERSITY OF CHICAGO AS UNITS OF
ADMISSION CREDIT

Subjects	Men in the School of Commerce and Administration*	Women in the Col- lege of Literature†
	Units	Units
Social science.....	2.53	2.49
Biological science.....	.66	.69
Physical science.....	1.89	1.27
Mathematics.....	2.79	2.32
Classics.....	1.51	2.25
Modern language.....	1.52	2.31
English.....	3.23	3.28
Commercial courses.....	.59	.35
Miscellaneous.....	.93	.69
Total.....	15.65	15.65

* Computed by taking arithmetic average of the table of subjects presented as units of admission credit by 150 Freshman men registered in the School of Commerce and Administration, University of Chicago, fall quarter, 1920.

† Computed by taking arithmetic average of the table of subjects presented as units of admission credit by 150 Freshman women registered in the College of Literature, University of Chicago, fall quarter, 1920.

NUMBER OF SCHOOLS OFFERING REQUIRED AND ELECTIVE HISTORY OF VARIOUS KINDS IN EACH HIGH-SCHOOL GRADE

SUBJECT	FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR		FIRST TO FOURTH YEAR		GRAND TOTAL
	Req.	Elec.	Req.	Elec.	Req.	Elec.	Req.	Elec.	Req.	Elec.	
Ancient history.....	2,049	1,324	1,588	874	158	123	29	26	3,404	2,347	6,141
Medieval and modern European history.....	195	97	1,818	1,401	1,000	1,059	70	105	3,083	2,662	5,745
English history.....	337	191	332	358	1,157	1,749	133	268	1,959	2,666	4,625
American history.....	121	58	114	51	730	360	3,376	1,391	4,341	1,860	6,201
Industrial history.....	22	77	23	103	30	138	36	202	113	520	633
Civics.....	589	242	230	139	641	465	2,397	1,573	3,857	2,419	6,276
Economics.....	11	11	37	60	140	469	310	1,026	498	1,566	2,064
General history.....	48	9	179	17	45	12	7	9	279	47	326
Totals.....	3,372	2,009	4,291	3,003	3,901	4,375	6,360	4,600	17,944	14,087	32,011

Number of schools reporting, 7,197

Average number of courses required, 2.5

Average number of courses elective, 2+

Number of schools requiring all history offered, 2,172

Number of schools offering only elective history, 963

Number of schools offering no history, 10

SUBJECTS PRESENTED AS UNITS OF ADMISSION CREDIT BY THE FIRST 150 FRESHMAN MEN RE
PERCENTAGES OF TO

[illegible]

women in the college of literature. The accompanying table shows that even here the variation was not great. The women present more language work and find opportunity to do so by presenting less mathematics and science. The social study credits of the two groups are substantially the same, the men having 2.53 units and the women 2.49 units.

Turning then to an account of the credits presented by entering Freshmen in this one collegiate school of business, the data are presented in terms of the percentage of students taking given numbers of units of each subject, the subjects being grouped in these classes, social studies, physical sciences, mathematics, biological sciences, English, classics, modern language, commercial courses, and miscellaneous.¹ (See insert.)

It is not necessary to make extended comment. The situation that exists in social studies is ludicrous. The "average" college Freshman of this tabulation presents about two and one-half years of work in this field and this is mainly history. Roughly 73 per cent of them present no economics and 25 per cent present but one-half of a unit; 39 per cent present no civics and 59 per cent present but one-half of a unit; the other offerings in the field of social study, aside from history, are negligible. In other words, speaking broadly, we depend upon history, of all the various social studies, for this particular intellectual background of our entering Freshmen.

An analysis of the history that they present is given in the table on page 22. It throws an interesting light on the nature of the intellectual background of college Freshmen in the field of social studies. Roughly one-fourth of them have had in the secondary school no formal instruction in the history of their own country (remember that 39 per cent had had no civics) and almost another fifth have had only one-half year of such instruction. They present, on the average, two-thirds of a unit of the history of their country (and less than one-third of a unit in civics). The full significance of this statement appears when it is recalled that in

¹ In the tabulation the subject of commercial geography is placed with the physical sciences. Since 84 per cent of the students offered no commercial geography, its placing in the tabulation has no great importance.

those colleges which do not require United States history it is, in theory, possible that one-fourth of the college graduates might have had no instruction in the history of our own country except that received in the elementary schools. Fortunately, this theoretical possibility is presumably not realized. The Commission has no statistical data concerning the relationship between the theoretical possibility and the actuality, but on the basis of general observation it has its misgivings.

COMPOSITION OF HISTORY UNITS PRESENTED FOR ADMISSION CREDIT BY THE FIRST 150 FRESHMAN MEN REGISTERED IN THE SCHOOL OF COMMERCE AND ADMINISTRATION, UNIVERSITY OF CHICAGO, FALL QUARTER, 1920, STATED IN PERCENTAGES OF TOTAL MEN PRESENTING GIVEN NUMBERS OF UNITS IN EACH FIELD

UNITS	HISTORY							TOTAL	
	Ancient	Medieval	Modern	United States	English	Industrial	Miscellaneous	United States	All Others
0.....	32	56.66	59.33	24	86	92	92.66	24	12
$\frac{1}{2}$	6	38	38	19.33	4.66	6	2.66	19.33	7.33
1.....	61.33	5.33	2.66	56	9.33	2	2.66	56	32
$1\frac{1}{2}$.....	.66	.....	.....	.....	.....	.....	1.33	.....	8.66
2.....	.....	.....	.....	.66	.....	.....	.....	.66	30
$2\frac{1}{2}$.....	.....	.....	.....	.....	.....	.....	.....	.....	5.33
3.....	.....	.....	.....	.....	.....	.....	.....	.....	4
$3\frac{1}{2}$.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4.....	.....	.....	.....	.....	.....	.....	.66	.....	.66

NOTE.—Miscellaneous includes general history, Chinese history, current history, naval history, etc.

In the field of ancient history these students present almost exactly the same quantity of work that they offer in the history of their own country. Ancient, medieval, modern, and English history combined take up about 85 per cent more space in their curricula than does United States history, whereas in the field of industrial history they present about one-thirteenth of the amount of credit presented in the field of ancient history alone, or an average of about one-twentieth of a unit.

Bearing in mind the meager credits in economics, civics, and commercial geography, the foregoing analysis of the content of the history units presented shows that these college Freshmen bring with them a curious background upon which the work of the col-

legiate school of business is to be painted, assuming that we regard it one of our tasks to give our students an awareness of the social environment in which the business administrator does his work.

V

THE ACTUAL POSITION OF SOCIAL STUDIES IN SECONDARY COMMERCIAL CURRICULA

Our secondary courses in business education have, except for those of a handful of high schools of commerce, failed utterly to give the student an appreciation of the functioning structure of modern society.

If the curriculum of social studies in our academic secondary schools has been meager and ill formed, the situation has been much worse in the case of our business or commercial education below collegiate grade—with the honorable exception of the work done by a few scattered high schools of commerce. The reasons for this inadequate presentation of social studies are not far to seek.

With the rapid expansion of the size of the business unit and of the area of the market which followed the introduction of power-driven machinery, there came naturally a stimulation of interest in certain computing and communicating aids of business administration. The need for training in these fields was not met by our public-school system, partly because effective organization of this system dates only from the 1840's, partly because the period of schooling was in itself inadequate. The fact that the total number of days' schooling for the average American citizen who lived in 1800 was 82 and for the one who lived in 1840 was 208 tells much with respect to the origin of the so-called business college in a time when even ability to read was more or less of a luxury.¹

For various reasons, then, there sprang up in the first half of the nineteenth century the private institutions now commonly called "business colleges" that devoted themselves to short, intensive instruction in penmanship, keeping of books, stenography, and (later) typewriting. These institutions met a very real need; they prospered tremendously; their students were provided with

¹ Similarly, the fact that the average citizen today receives about 1,200 days of schooling tells much with respect to the possibility of enriching the curriculum.

an equipment which enabled them to "break into" the business world, and, under the conditions of those days, frequently to rise to positions of responsible management. Social studies bothered the heads neither of the instructors nor of the students. Upon the one hand, the social aspects of business activities did not seem so significant as they do today; upon the other hand, very little indeed existed in the way of organized material in that field.

After the Civil War came a tremendous expansion in many fields of study. A bit later came a great development of high schools—a development which is indicated by the presence of 300,000 pupils in 1890 and 1,500,000 in 1916. It is not surprising that the taxpayers who supported these secondary schools came to feel that the work of the private business college should be performed by the public schools. It is still less surprising that (1) in the absence of any effectively organized material in social studies outside the field of history, (2) in the lack of any very definite connection between historical study and the technique of business operations, (3) in the presence of what was apparently a remarkable success of the private business college, (4) in default of any effective leadership from any higher system of business education, our public-school system swallowed—bait, hook, sinker, and line—the program of the private business college. Even more. Through the necessities of the case the secondary-school system borrowed its teachers from the private business college.

Extended discussion of the developments in this field is entirely unnecessary. The facts are painfully familiar to all. It is worth while, however, to document¹ the discussion by quoting from a 1916 report of the University of the State of New York two typical (the word is that of the author of the report) commercial courses. One² (that of the Albany High School) is representative of the commercial courses of the larger cities. The other is typical of the courses of the smaller high schools. The courses marked with the

¹ It seems best not to rely upon general statements alone but to give details of sample commercial curricula. New York's geographical and educational positions led the Commission to take the samples from that state. It attaches no peculiar significance to these particular samples.

² The course of study for 1921-22 shows some minor variations from the one here presented but there are no significant changes, as far as our purposes are concerned.

asterisk include all which can be regarded as even remotely contributing to a knowledge of the functioning structure of modern industrial society.

COMMERCIAL COURSES—ALBANY HIGH SCHOOL

FIRST YEAR

Required

	Hours per week
English	4
Spelling	1
Commercial arithmetic	2½
*Commercial geography	2½
Elementary bookkeeping	3
Business writing	2
Biology	5
Drawing	2
Music	1
Physical training	1

SECOND YEAR

Required

COMMERCIAL DIVISION:		SECRETARIAL DIVISION:	
	Hours per Week		Hours per Week
English	2	English	3
Typewriting	5	Typewriting	5
Advanced bookkeeping	5	Stenography	5
Drawing	2	Music	1
Music	1	Drawing	2
Physical training	1	Physical training	1

Elective

Stenography	5	Advanced bookkeeping	5
Foreign language	5	Foreign language	5
Physical geography	5	Physical geography	5

THIRD YEAR

Required

COMMERCIAL DIVISION:		SECRETARIAL DIVISION:	
	Hours per Week		Hours per Week
English	3	English	3
Algebra	5	Algebra	5
*History of commerce	3	*History of commerce	3
Elements of accounting	3	Stenography 2	5
Business mathematics	3	Manual training or domestic science	1
Manual training or domestic science	1		

Elective

COMMERCIAL DIVISION:

	Hours per Week
Stenography 1 or 2	5
Foreign language	5
Plane geometry	5
Science	5

SECRETARIAL DIVISION:

	Hours per Week
Foreign language	5
Plane geometry	5
Science	5

FOURTH YEAR

Required

COMMERCIAL DIVISION:

	Hours per Week
English	3
*American history	5
*Commercial law	3
*Economics	2
*Business organization	3

SECRETARIAL DIVISION:

	Hours per Week
English	3
*American history	5
*Commercial law	3
Secretarial practice	3

Elective

Foreign language	5
Science	5

*Economics	2
*Business organization	3
Foreign language	5
Science	5

TYPICAL COMMERCIAL COURSE IN THE SMALLER HIGH SCHOOLS OF NEW YORK STATE

FIRST YEAR

	Hours per Week
English	4
Algebra	5
Biology	5
Elementary bookkeeping	3
Business writing	2

SECOND YEAR

	Hours per week
English	3
Commercial arithmetic	2½
*Commercial geography	2½
Typewriting	2½
Electives ¹	7½

THIRD YEAR

English	3
English or modern history	3
Advanced bookkeeping ²	5
Electives ³	7½

FOURTH YEAR

Commercial English and correspondence	3
*American history with civics	5
*Commercial law ²	2½
*Economics ²	2
Shorthand ⁴	5
Electives	5

¹ If a foreign language is elected in the second year, it should be continued for three years.

² Optional for pupils electing shorthand.

³ Shorthand 1 is included among electives for the third year.

⁴ Required for pupils electing Shorthand 1 in third year.

These typical New York commercial courses, with their pitiful offerings of coherent instruction in the structure and functioning of our society, and with what they do offer coming mainly in their fourth year when they have lost perhaps two-thirds of the students who entered as Freshmen, are quite up to the standard of the country as a whole. In an investigation made in 1917 a questionnaire was sent to every high school listed as having over two hundred pupils in commercial courses, and to a selected group of high schools having 150 to 200 such students. This investigation established conclusively "that the high-school four-year commercial course is still dominated by heredity. It is still in the grip of its inheritance from the business colleges from which it so largely sprang." In the curricula of the "short courses [which were offered by 41 per cent of the schools replying to this questionnaire] stenography, typewriting, and bookkeeping predominate. English, sometimes business English, penmanship, commercial arithmetic, and an elementary science are not infrequently included. Typically, however, the curricula are *prima facie* clerk mills, masquerading under the deluding name of commercial courses."

Even yet the full story has not been told. There has been brought into existence, by federal legislation, a powerful instrumentality which apparently plans to throw its weight against an adequate presentation of the social aspects of business activity. This Federal Board for Vocational Education has certain aspects of commercial education among its other responsibilities, and for all its responsibilities it has available \$7,000,000 a year which will presumably be duplicated by other contributions from the states. The power of such an agency will be very great, not only because of its strategic position as the national agency responsible for such work, but also because of the power of the purse. While its entire purse is by no means available for commercial education, *the total is available for the support of the ideas for which the board stands sponsor in vocational education*, and must therefore be reckoned with, for purposes of the present discussion. In its *Bulletin* 34, issued in June, 1919, this agency, recognizing the oncoming reorganization in the

¹ See Leverett S. Lyon, *A Survey of Commercial Education in the Public High Schools of the United States*, Department of Education, University of Chicago (1919).

administrative aspects of elementary- and secondary-school education, set forth the following as its analysis of the appropriate secondary-school business course. The asterisk again indicates all courses even remotely contributing to a knowledge of social relationships.

JUNIOR HIGH SCHOOL COMMERCIAL COURSE

SEVENTH YEAR		Periods
English		5
Arithmetic, including rapid calculation		4
Business writing (20 minutes daily).		
Geography, largely place geography with commercial applications		5
*History, commercial and industrial		5
Physical training		2
Physiology and hygiene		1
Manual training (boys)		4
Household arts (girls)		4

EIGHTH YEAR		
English		5
Business arithmetic, including rapid calculation (20 minutes daily)	}	5
Business writing (20 minutes daily)		
*Commercial geography, elementary character		5
*History and citizenship		3
Typewriting		5
First lessons in business		5
Manual training (boys)		4
Domestic arts (girls)		4
Physical training		2

NINTH YEAR		
(or first year of four-year high school)		
English, special emphasis on commercial needs		5
Bookkeeping, business practice, and business writing:		
With home work		5
Without home work		10
Typewriting (no home work)		5
General science		5
Commercial mathematics (no home work)		5
Physical training		2

SENIOR HIGH SCHOOL COMMERCIAL COURSE

TENTH YEAR

(or second year of a four-year high school)

Required

	Hours per Week
English	5
*Commercial geography (including physical geography, local industries, and commercial products)	5
Commercial II (intermediate bookkeeping and business practice)	5

Electives (choose one)

Shorthand	5
Foreign language (preferably Spanish)	5
*History	5
Typewriting (must be taken if shorthand is elected. May be taken as an extra subject without shorthand; unprepared)	5

ELEVENTH YEAR¹

(or third year of a four-year high school)

Required

English	5
Physics or chemistry	7
Office practice	3
Advanced bookkeeping	5

Electives (choose one)

Foreign language	5
*History	5

TWELFTH YEAR¹

(or fourth year of a four-year high school)

Required

Commercial English (including business correspondence, public speaking, sales talk, etc.)	5
*Advanced American history with civics	5
*Commercial law (first semester)	} 5
*Economics (second semester)	
Advertising, salesmanship, and business organization	5
Principles of accounting	5
Experience in business offices alternate weeks this year.	

¹ For the eleventh and twelfth years only the program advocated for the general business and accounting course is here reproduced. Corresponding curricula are suggested by the board for stenographic, secretarial, and reporting work; for retail selling; and for foreign trade and shipping.

This statement speaks for itself. It has been drawn with the idea of having the whole curriculum divided into year units and then presenting in each year material which will prepare the boys and girls who drop out at the end of that year for the positions open to young people of that age. The idea is admirable, but its execution is not so praiseworthy. The execution reveals too clearly an inheritance from the days of the narrow technical training of the private business college. It exposes on the part of the sponsors unawareness of the significance of social relationships both in business activity and in the other aspects of the daily life of these young citizens. It indicates that the board has taken the easy path by grouping together certain material already in existence, with plans for developing further material not greatly different in type. It has not chosen to think through anew the whole problem of commercial education in terms of the great developments which have occurred in that field in the last ten or fifteen years.

If such a program were to become generally adopted the consequence would be that perhaps one-fourth of all our school children who work in the seventh grade and above would go out to be citizens in this democracy with the following required formal instruction in the rights, duties, and obligations of citizenship.

Seventh year:	Commercial and industrial history . . .	5 hours
Eighth year:	History and citizenship	3 hours
Ninth year:	Nothing	
Tenth year:	Nothing	
Eleventh year:	Nothing	
Twelfth year:	Advanced American history, with civics . .	5 hours
	Economics and commercial law	5 hours

The outlook that makes such a program possible holds forth little hope that the situation will be saved by the technical subjects being impregnated with social material, or by a wise use of electives.

It is not a sufficient answer to this criticism to say that the important thing is for the boys and girls to be able to make a living and that therefore all other considerations must yield to the presentation of technical subjects. Such an answer beclouds the whole issue. May it not be that the technical subjects can be even better presented in connection with a presentation of the outstand-

ing aspects of business activity and of our industrial society? If this is not possible, perhaps American democracy might better pay the price of assistance for longer continuance in school rather than pay the price of having masses of citizens unaware of how our society is put together. Even in the range of business activity, let it be remembered that productive capacity depends upon our business men having competence in social relationships as well as in technical matters. Democracy cannot, as a long-run story, support a plan for an educational system devoted primarily to the production of clerical and other routine help.

Let us not deceive ourselves concerning the importance of this matter. We must recognize that, for better or for worse, the bulk of the training for business which will be done in this country in our generation will be done by the secondary schools. Notwithstanding the rapid growth of our institutions of higher education, it still remains true that for some time to come a relatively small proportion of our people will receive a college education, and that the secondary school is to remain the "college for the common man." In view of this fact, it is important to note the extent to which these "colleges for the common people" are devoting themselves to business subjects. Mr. F. V. Thompson, writing in the *Report of the Commissioner of Education for 1915*, points out that "commercial pupils constitute at least one-fourth of all high-school pupils, ten times as many as there are agricultural students, five times as many as there are students of domestic arts, and nearly twice as many as are found in all our higher educational institutions," and these figures do not include "perhaps one hundred thousand who were not tabulated in the returns to the Commissioner of Education."

Even if we were not facing a reorganization of our elementary- and secondary-school systems, surely few of us would rest content with a scheme of secondary business education which trains primarily in routine technique. As a social investment, we cannot afford to have the training so narrow. We must have a system of training which will give our future managers a real appreciation of the social environment in which they will operate, and an understanding of business from the functional point of view.

This attitude is the more incumbent upon us in view of the educational reorganization which we face. If the seventh and eighth grades are to be taken away from the elementary school and given over to the junior high school, surely these years must in a democracy be saved for better training in social studies, and not devoted to an earlier beginning of specialization for which the child is fitted neither in terms of his mental development, nor in terms of his understanding of the society in which his specialization is to occur. This would be our attitude, no matter what professional interest we represented. Much more must it be our attitude when we represent a professional interest which regards it essential that our students should secure an understanding of the functioning structure of our society.

VI

WHAT THE COLLEGIATE SCHOOLS OF BUSINESS DO BY WAY OF CORRELATION¹

The collegiate school of business curricula, taken as a whole, have not provided well-balanced required instruction in social studies, and they have done little to correlate effectively their work with that of the secondary schools.

The preceding chapters have shown the present status, actual and proposed, of the social studies in the secondary curriculum. What, now, are our collegiate schools of business doing by way of correlation with the secondary schools, and particularly what are they doing in the field of social studies?

Of course, the best cases for the study of this correlation are to be found in those collegiate schools of business which administer directly the curricula of entering Freshmen and the Commission has chosen to confine its study to such of these schools as are also members of the Association of Collegiate Schools of Business. The table given on page 34 shows what subjects are specifically required for entrance² to these colleges and the one on page 35, the subjects that are required during the first two years.² It is

¹ A full discussion of the collegiate curriculum is not here attempted. The Commission asks that it be continued and instructed to study this phase of the matter further.

² The Commission recognizes the liability to minor errors in interpreting catalogue statements. The figures have been carefully checked, however, and are believed to represent the situation correctly, at least in the main.

readily apparent that there is not a heavy entrance requirement in the social studies and the requirement is, more frequently than not, stated simply as "history." Of course, more social science may be presented in the elective units.

It is readily apparent, too, that the social-science requirements of these institutions in the first two years of college are not drawn with any marked indication that the college is largely concerned with giving the student any well-rounded view of what it means to live together in organized society. Since the collegiate school of business has in most cases been developed either directly by departments of economics or with strong affiliations with such departments, and since economics furnishes much valuable background for training in business administration, it is to be expected that our collegiate business curricula should be strong in this phase of social studies. This expectation is fulfilled. There is always a requirement of work in economics. Taking the social sciences as a whole, however, the requirements look more like compromises resulting from jealousies of specialized departments than like a well-planned attempt to instruct in business administration in terms of the social environment of the business manager. There are scattering requirements in history, economic history, government, psychology, and geography, but the tables show clearly that the presentation, in adequate terms, of the social environment of the present-day citizen and manager is a matter upon which there has been no agreement and perhaps no very large body of constructive thinking.

If one studies specifically the amount of correlation which is carried out between these collegiate schools of business and their secondary schools, whether in the field of social science or in any other field, the conclusion is unavoidable that little has been accomplished. It may, of course, be said with entire propriety that a vague sort of correlation occurs when certain subjects are required in high school and certain other subjects are required in college. Furthermore, a more definite kind of correlation takes place when the student carries in college *more advanced* English, or mathematics, or foreign language, or (in some cases) science than he had in the secondary school. There seem to be, however, very few cases where anything like a comprehensive view has been

SPECIFIC ENTRANCE REQUIREMENTS OF MEMBERS OF THE ASSOCIATION OF COLLEGIATE SCHOOLS OF
BUSINESS WHO ADMIT FRESHMEN TO THE SCHOOL OF BUSINESS

NAME OF INSTITUTION	NUMBER OF UNITS SPECIFICALLY REQUIRED IN					NOTES
	English	Foreign Language	History	Mathematics	Science	
Boston University.....	3	2	1	Commerce students may substitute shorthand, bookkeeping, and natural science for $2\frac{1}{2}$ in mathematics Recognized high-school course, or C.P.A. qualifying certificate, or 72 count academic or commercial certificate of regents of university of state of New York
Georgia School of Technology.....	3	.....	1	$3\frac{1}{2}$	I
New York University.....	.....	.....	.....	.....	.....
Syracuse University.....	3	2	1	2	Correlated with college requirements, see p. 36 Correlated with college requirements, see p. 36
Tulane University.....	3	2	.....	$2\frac{1}{2}$	.....
University of California.....	.....	.....	.....	.....	.....
University of Chicago.....	3	$2\frac{1}{2}$	Additional English, history or science may be offered instead of foreign language 2 units in foreign language or in science and additional mathematics * 3 units from foreign language, or social sciences, or science and 2 units in one of same. 2 units of history recommended for business students 2 units in foreign language or science or history
University of Cincinnati.....	3	2	1	2	I	
University of Nebraska.....	2	2 or 3	1	3 or 2	I	
University of Pennsylvania.....	3	1	1	
University of Washington.....	3	*	*	2	*	
University of Wisconsin.....	3	.....	.....	2	.....

SPECIFIC REQUIREMENTS FOR THE FIRST TWO COLLEGIATE YEARS OF THOSE MEMBERS OF THE ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS WHO ADMIT FRESHMEN
TO THE SCHOOL OF BUSINESS

NAME OF INSTITUTION	SEMESTER HOURS REQUIRED IN															NOTES	
	English	Foreign Language	History	Economic History	Economics	Government	Psychology	Geography and Resources	Science	Mathematics	Business Administration	Business Law	Accounting	Marketing	History of Commerce		Finance	Risk
Boston University.....	10	10	.....	2	6	.....	.....	.....	.....	.....	.....	.....	10	4	2	.....	.....
Georgia School of Technology.....	8	.....	.....	.....	3	.....	.....	3	.....	5	5	10	12	5	.....	5	.....
New York University.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Syracuse University.....	12	12	.....	.....	6	6	.....	6	.....	12*	.....	.....	3	.....	.....	3	.....
Tulane University.....	10 or 12	12	†	.....	6	.....	†	.....	†	6	10*	.....	10	.....	.....	.....	.....
University of California.....	*	*	*	.....	.....	*	.....	.....	*	.....	.....	.....	.....	.....	.....	.....	.....
University of Chicago.....	6	*	*	*	6	*	6	6	*	*	3	.....	9	.....	.....	6	3
University of Cincinnati.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Michigan.....	6	.....	.....	8	.....	.....	.....	.....	.....	8	.....	.....	8	.....	.....	.....	.....
University of Nebraska.....	10	6 or 10	6	4*	6	.....	.....	4	6	6	.....	.....	6	4	.....	.....	.....
University of Pennsylvania.....	10	6*††	10	.....	4†	.....	.....	.....	††	††	.....	.....	.....	.....	.....	.....	.....
University of Washington.....	6	.....	6	.....	3	.....	3	3	.....	9†	.....	6	6	.....	.....	3	.....
University of Wisconsin..	6	8	6*	8	8	.....	.....	6	10	6	.....	.....	4	.....	.....	.....	.....

Figures approximate only.
Has also traffic, 3 hours

In required college subjects there are Law, Accounting, Economics, Business Finance, English, Money and Credit, Marketing, and Business Administration

*6 may be Psychology. There are also 6 hours with rather wide distribution possible
*Including 4 hours "Business Talks"

†History, or Psychology, or Science 6 or 10

*Correlated with High School, see p. 36

*Correlated with High School, see p. 36

The same as for Engineering students

*or elective

*Not elementary course for Political Science

†Science, or Mathematics or Language 6

†Including Statistics, 3

*English History

taken of the whole academic career (secondary and collegiate) of the student with the aim of moving on smoothly to definite attainments in a balanced training for business. If there be any one who would challenge this statement, he would certainly grant that thinking in this field has not progressed sufficiently for there to be any considerable agreement upon any one plan of securing a correlated secondary and collegiate curriculum.

Two of these institutions, the University of California and the University of Chicago, have indeed gone a considerable distance in linking the secondary program with that of the college. At the University of California the work of the first two years is planned to supplement that of the secondary school in laying the foundation of a liberal education, and at the same time includes some work introductory to the technical and more highly specialized work required for graduation. Students are admitted from the four-year high school and in high school or college they must acquire an ability to pass an examination in English expression, and one designed to test their ability to read one of the following languages: Greek, Latin, German, French, Spanish, or Italian. They must, furthermore, carry work in history or political science, 6 units;[†] geography, 7 units; other sciences, 9 units; algebra, plane trigonometry, and mathematical theory of investment, 9 units; and economics, 6 units. The courses in science and the courses in algebra and plane trigonometry may be taken in high school. The specified work in history, political science, geography, economics, and in the mathematical theory of investment must be taken in college.

At the University of Chicago the graduate from an approved four-year high school (excluding those securing low grades) is admitted provided he presents 3 units in English; 3 or more units in some one group (languages, social science, mathematics, science); 2 or more units in some other group; and 10 (total) units in *orthodox* academic subjects. He must then carry in college during his first two years English, 6 semester hours; a continuation of some admission subject (generally social science) 9 semester hours; and must secure a total of high-school and college credit of at least 2 units or 12 semester hours in each of the following: (1) social

[†] The term "unit" here means one hour of recitation or lecture per week for one-half year.

science; (2) language other than English; (3) mathematics; (4) science. There is, too, a general hypothesis concerning appropriate courses for the remaining two years of college work.

Presumably, however, these two institutions would be the first to agree that they have made but a beginning in the correlation of secondary and collegiate work. At the most, they could only allege that the correlation which they have brought about has been in terms of subjects as they are and not in terms of what they should be.

The foregoing statements in this section of the report have applied to those members of our Association who control the curricula of Freshmen. A survey of the requirements of those who require one or more years of college work before entrance to the collegiate school of business does not cause any significant modification of these statements. Such correlation as these latter institutions secure between the secondary school and the college is worked out through the requirements of the college of liberal arts, modified in some cases by the requirements of the pre-commerce course. As in the cases of the collegiate schools of business who control the curricula of the Freshmen, there are requirements in abundance, but there is little *correlation* of any very advanced type, and, in particular, there is little evidence of a definite plan to give the citizen-business-administrator a coherent view of the society in which he lives. Probably the most ambitious plan in this latter respect is the Freshman course in Contemporary Civilization at Columbia University.

By way of summary of this part of the report there continually came before the minds of the members of the Commission such questions as these: How many of us really believe business education can be handled as a coherent whole? Are our business curricula worked out in terms of fundamentals, or are they what could be secured from an Arts faculty, or are they collections of "courses on business subjects"? Can correlation between secondary school and the collegiate school of business be brought about until there is some fairly generally accepted hypothesis concerning what would be involved in an organic business training? In this matter are not the social studies on precisely the same basis as all others?

VII

THE ADMINISTRATIVE REORGANIZATION OF OUR SCHOOL SYSTEM

The administrative reorganization of the elementary- and secondary-school systems has a significant bearing upon secondary social-science studies in relationship both to general education and to business education. It raises also problems of correlation of the secondary-school system with collegiate and professional school work.

Enough has been said to make it reasonably clear, *first*, that the situation with respect to social studies is far from satisfactory in our educational institutions, *second*, that the whole matter is now under serious consideration and that modifications are practically certain to occur. But it is not merely the social studies which are in the melting-pot. Other studies are there also. There also will be found the whole scheme of organization of our American educational systems.

This is not an appropriate occasion for a review of the history of our educational system. For a variety of causes that system has taken a form which may be described as an end-to-end joining of an eight-year elementary school, a four-year secondary school, a four-year college course (frequently shortened when taken in connection with a professional course), and the professional school. For a variety of reasons this organization is under criticism, and has indeed been under criticism from the time of President Eliot's attacks upon it in the late eighties and early nineties. The outstanding aspects of that criticism for our purposes are these:

a) With the lengthening of the average period of school attendance per year, a six-year elementary course is sufficient. Its continuation as an eight-year program has meant an undue and ineffective inflation of the elementary subjects in order to occupy the time available. The result has been formalistic presentation of subjects, wasted time in the educational process, intellectual nausea on the part of its recipients, and wholesale desertion by the students in later years over and above any amounts justified by the economic situation of the families concerned. As has been pointed out by the Commission of the Reorganization of Secondary Education, "At present only about one-third of the pupils who enter the first year of the elementary school reach the four-year high school,

and only about one in nine is graduated. Of those who enter the seventh school year, only one-half to two-thirds reach the first year of the four-year high school. Of those who enter the four-year high school, about one-third leave before the beginning of the second year, about one-half are gone before the beginning of the third year, and fewer than one-third are graduated. These facts can no longer be safely ignored.”¹

b) With the increasing complexity of our social organization, the increasing range of our intellectual pursuits, and the increasing intensity of modern life, the high schools—those colleges of the common people—have looked with longing eyes upon the seventh and eighth grades which are largely wasted under our present system, and in some cases have covered the first two years of college work.² The pressure of the high-school curriculum upon the time available in the ordinary four-year course is shown by the fact that the *average* high school in the territory of the North Central Association offers more than twice as many units of work as are required for graduation, and the larger schools offer from three to four times as many. School administrators, laboring under such pressure, are not likely to be patient with wasted opportunities in the earlier grades.

c) It is contended that an arrangement of work which terminated the elementary school at the end of six years, and followed that by a three-year junior high school, and then set up a three-year senior high school, would be more in accord with the psychological development of the child than is the present arrangement. While this is disputed territory, the Commission on the Reorganization of Secondary Education appointed by the National Education Association after a thorough investigation of the whole situation, definitely recommends the reorganization of the school system on the 6-3-3 basis.

d) The present arrangement is particularly under fire from the professional schools. They contend that both from the point of

¹ The percentages of the whole number of students enrolled in each grade of our educational system run about as follows: elementary, 91.03 per cent; secondary, 7.13 per cent; higher, 1.84 per cent.

² The junior-college movement is a far more significant aspect of the general problem under discussion than this brief mention would indicate.

view of the welfare of the individual and from the point of view of society's interest in the case people should begin their professional training at least two years earlier. In some cases this elimination of the two years has taken the form of elimination by the ax.¹ It is today quite a common occurrence for the professional school to reach back to the end of the Sophomore year in college without any particular reference to the training that has occurred up to that time, except for a few specific requirements. If this reaching back is to occur—and it clearly is—it is much better to have it occur on the basis of a reorganization of the preceding work on sound educational principles, rather than on the basis of the weight and keenness of the ax.

e) European experience is also cited in criticism of our old scheme of organization. This requires no comment. It is true that our system stands alone.

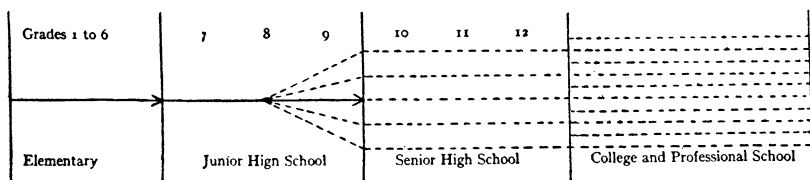
As has been intimated, the first clear plea for a comprehensive reorganization was voiced by President Eliot in the late eighties and early nineties. Within the last ten years the movement has been given great impetus. In the form of the so-called 6-3-3 or 6-6 arrangement, it has been definitely recommended by the Commission of the National Education Association. It has been more or less assumed by the various educational committees which have reported in recent years; it is actually occurring with considerable rapidity in our various communities. In 1913, 13 per cent of the high schools of the North Central Association territory had taken on junior high schools; today over 25 per cent have assumed this form; and competent observers predict that the majority of the secondary schools of the country will be organized on this basis in the not far distant future.

True, in many cases this reorganization has been a mere administrative form, but this is not of the essence of the case. Properly understood, this so-called 6-3-3 or 6-6 arrangement or any other

¹ From one point of view, this is hardly a fair statement of the case. Frequently what has happened is that two years of college work have been made a prerequisite where formerly only high-school graduation was required. The statement as it stands is, however, worth retaining if it aids in making it clear that the professional schools are, in the main, of the opinion that our educational system must be reorganized so as to have a thorough general education by what is now called the end of the Sophomore year in college, and that they will co-operate heartily in no other program.

comparable plan means far more than the administrative device of taking two years away from one organization and bestowing them upon another. It contemplates the entire reorganization of the curriculum to the end that without loss of training (its advocates claim there will be a gain) two years of time may be saved and students may be carried by the end of the twelfth grade to approximately the position now reached by the end of the Sophomore year in college.¹

Clearly enough, the movement is on and is on vigorously. So far as we can now see, the educational system which will result may be crudely represented by the above diagram. A fairly coherent and unified system of training in fundamental processes in the elementary schools will be followed by the junior high school, in



which it is at least desirable that the basic consideration shall be training in citizenship, with the beginnings of specialization occurring only in the later stages of that school. This will be followed by the senior high school in which, parallel with the college-preparatory course so called, will certainly go very considerable ranges of vocational training. The college and the professional school will receive the graduates of the senior high school, who will bring an equipment comparable with that possessed by the present Junior in college, if the reorganization works out successfully. Although it forms no essential part of this report it is worth passing notice that this situation is as interesting to the liberal arts college as to the professional school. General reasoning and such experiences as those of California indicate that the reorganization will mean expanded opportunity for all forms of collegiate education.

¹ Preliminary experiments have already been conducted in this field with the result of saving one year of time, and experiments are well under way to bring about the saving of another year.

The bearing of all this upon collegiate and professional school curricula is so obvious that he who runs may read. The rapid development of our high schools, the growing insistence upon the completion of at least a high-school education, the recognition of the fact that our high schools must prepare their pupils for life, with minor emphasis upon college requirements, make it quite clear that the college of the future must more and more accept the responsibility of providing suitable continuation work for these high-school graduates. Some endowed institutions in certain parts of the country may avoid this situation for a time, but in the main the college will have to take the raw material which comes to it, and do what it can with it.

Apparently the time is upon us in which we must choose between two courses of action: (a) that of making our contribution to the reorganization of our educational system to the end that all parts of the system may work co-operatively in the solution of common problems; or (b) that of standing aside and letting matters take their own course, with the possible result that after a period of sterile sulking we shall perforce adjust our colleges to a situation which has crystallized in undesirable form.

VIII

THE PROPOSAL OF THE COMMISSION

The Commission proposes a program of social studies for the junior high school which it believes to be more fundamental and far-reaching than the other proposals which have been made. Such a program will profoundly affect the work of the elementary school and of the senior high school. The junior high school is, however, the strategic point for an attack at the present time.

We now pass to the main task of this report, the formulation¹ of a proposal for social studies in the secondary school—a proposal so drawn that its accomplishment will both serve the needs of the student who never passes beyond the secondary school and form a sound basis for correlation of collegiate and secondary work in the field of the social sciences. As indicated earlier our atten-

¹ The Commission acknowledges indebtedness to the work of the "Briarcliff Conference" held in May, 1921, under the auspices of the Commonwealth Fund.

tion will be centered on the junior high school program. The programs of the elementary school and the senior high school will be given very brief treatment.

It will facilitate study and criticism of this proposal to set forth at this time the considerations which were in mind during its formulation. Briefly stated these considerations were as follows:

1. The organization of social studies in the public schools should be in terms of the purpose of introducing those studies. Their purpose is that of giving our youth an awareness of what it means to live together in organized society, an appreciation of how we do live together, and an understanding of the conditions precedent to living together well, to the end that our youth may develop those ideals, abilities, and tendencies to act which are essential to effective participation in our society. The range of this statement is very broad. For example: the contribution of knowledge and physical environment to our social living is quite as worthy of attention as are the principles of economics or government. Parenthetically, it may be noted that, "awareness," "appreciation," and "understanding" come only when descriptive facts are presented in their relationships.

2. The question should not be "how to put the social studies into our curricula" but "how to organize our curricula around social objectives." This Commission believes that the social studies should be the backbone of secondary education, with which all other studies and school activities should be closely articulated according to their contributions to the social objectives of education. Since each individual must be a citizen and as such must participate in group action, the social studies should be represented in each grade of education, and every pupil should have at least one unit of social study in every year of the school course. As for the specific junior high school courses mentioned below on pages 42-51 the commission does not attempt to decide whether they should be unit courses or half-unit courses. Possibly they should be so drawn as to make either arrangement possible according to local needs and resources.

It is essential that we free our minds from any such issue as the claims of history vs. those of economics vs. those of government vs.

those of sociology. Those claims will largely disappear in any vital discussion of the contribution of social studies to our social living. These branches of social study are not separable, save for the purpose of emphasizing some particular point of view on social living.

3. The social studies should be directed toward an understanding of the physiology rather than the pathology of social living. This does not mean that pathology is to be disregarded, but it does mean that it should not occupy the center of attention. Such a position does not reject the "problem method" of instruction. That method should be quite freely used; but it should be directed toward understanding the anatomy and physiology of society.

The center of attention should be our social living in this country and how it came to be what it is. Just what should occupy this center of attention is the essence of the problem. There will presumably be put in the background of attention (but it is still in the field of attention) some material now occupying a prominent place in our social studies. Such background material should be presented (*a*) in required courses only to the extent to which it contributes significantly to the understanding of our social living and (*b*) in elective courses.

4. Any program of social studies which hopes to be successful must be drawn with consideration for vocational needs. This suggests no conflict of interests. Men *work* together in organized society. Vocational training will be greatly improved—even as a "money-making" matter for the individual—by the right kind of social study backbone. Specialized studies should not be allowed to supplant fundamental courses.

5. The program of social studies which is drawn with recognition of the great losses in our student constituency in certain years seems likely to accomplish the greatest good for the greatest number, provided this does not mean too great weakening of basic training. It will be found that the program later proposed recognizes that students drop out every year but it does not neglect to provide for continuity and progression.

6. The reorganization which is now in process in our educational system (which opens up the seventh and eighth grades for the intro-

duction of new material) justifies a somewhat daring attempt to think through, as a coherent whole, our presentation of secondary-social studies, without too much regard for traditional claims or customary practices. More specifically, there is here an opportunity to introduce *social study* rather than specialized branches of social studies. The material on page 41 shows the attitude of the Commission with respect to the probable future of our educational system.

7. An effective program of social studies will be organized in terms of the psychology of learning. The average child of the seventh grade is at least beginning to have a social consciousness. His mind is reaching out to understand his relationships to other people and to society as a whole. The fact that he is not aware of his developing attitude does not interfere with making use of this interest.

The unfolding of the social studies should not be too rapid to allow the student to build up an apperceptive basis for his thinking. Accordingly the program suggested passes (1) from a seventh-grade discussion of *types* of social organization and some *conditioning factors* of the types, (2) through an eighth-grade survey of the *development* and *practices* of our modern social organization, (3) to a ninth-grade discussion of *principles* of social organization, and (4) ultimately to a senior high school discussion of social science material in somewhat more specialized terms. Such a development will contribute markedly to "giving our youth an awareness of what it means to live together in organized society, an appreciation of how we do live together, and an understanding of the conditions precedent to living together well, to the end that our youth may develop those ideals, abilities, and tendencies to act which are essential to effective participation in our society."

8. The program of social studies which is drawn in such a way as to minimize administrative difficulties, will, other things being equal, be most rapidly introduced.

So much for background considerations. As a statement prefatory to the junior high school proposal, it is assumed that in the first six grades students have acquired certain tools and methods of

study, and that they have been given a body of material in history, community civics, and geography which will serve as a foundation for the studies suggested below. It is recognized that the successful introduction of such a junior high school program as is sketched below would in time influence rather profoundly the work of the first six grades. But that is another story.

A SUMMARY VIEW OF THE PROPOSED JUNIOR HIGH SCHOOL PROGRAM IN SOCIAL STUDIES

It will facilitate later discussion to present at this point, without explanation or supporting argument, a summary view of the proposal as a whole. This summary view will present, in specific terms, only the work in social studies.

SEVENTH GRADE

1. Geographic bases of (physical environment with relation to) United States development
2. Social science survey (types of social organization)
 - a) Simple industry and simple society
 - b) The transforming effects of scientific knowledge
3. Other studies, correlated so far as may be practicable with the social-study material

EIGHTH GRADE

1. The opening of the world to the use of man
2. Vocational survey, the individual's place in our social organization (presented in functional terms so that it may contribute to an understanding of *our* type of social organization)
3. Other studies, correlated so far as may be practicable with the social study material

NINTH GRADE

1. The history of the United States (presented with "citizenship material" occupying the center of attention)
2. Principles of social organization (economic, political, social)
3. Other studies, correlated so far as may be practicable with the social study material
4. A general survey of business administration, elective

A DETAILED VIEW OF THE WORK OF THE SEVENTH GRADE

The work of this grade sets out consciously to "give our youth an awareness of what it means to live together in organized society, an appreciation of how we do live together, and an understanding of the conditions precedent to living together well." Its emphasis is upon the first and third of these propositions, without at all neglecting the second. The survey of types of social organization in simple societies emphasizes the first; the survey of the transforming effects of scientific knowledge, the work in geography, and the work in science emphasize the third. Of course, there is no intention of making a sharp differentiation in treatment.

The foregoing statement of purpose may be stated differently. The work of this grade seeks to sweep together, into a somewhat organic whole, the social-study work of the first six grades, and to take a further step in *generalized* thinking in the field.

The work in geographic bases of (physical environment with relation to) United States development is designed

1. To bring into an organic whole the preceding work in history, civics and geography in such a way as to
2. Show the importance of physical environment with respect to conditions precedent to living together well and to
3. Prepare the way, in terms of principles, for the work of the next two grades and to
4. Give the student who can go no farther a significant contribution to his "appreciation of how we live together and understanding of the conditions precedent to living together well."

The social-science survey of types of social organization is designed

1. To bring into an organic whole the preceding work in history, civics, and geography in such a way as to prepare the way, in terms of principles, for the work of the next two grades.
2. To lay a comparative basis for the later more careful survey of the evolutionary development of the functioning social structure.
3. To give the student who can go no farther a significant contribution to his "awareness of what it means to live together in organized society, appreciation of how we do live together

and understanding of the conditions precedent to living together well.”

The suggested method of presenting this social science survey material is as follows:

1. Present a series of snapshots of simple types of social organization such as

The life of Neolithic man

The life of the Iroquois

The life of nomads

Life in a medieval manor

Life in a medieval town

Life in a modern secluded mountain district

Life in a frontier mining camp

in which the student can see how such matters as education, religion, health, social control, economic activities, etc., (these are only samples) were cared for and can begin to see wherein our ways of caring for such matters are different, if different.

This comparative study should be directed toward bringing out certain concepts, of which the following may be taken as samples (they are only samples): self sufficiency vs. interdependence; customary vs. competitive methods; non-exchange vs. exchange society; non-industrial vs. industrial society; the shifting emphasis in social control; the modern co-operation of specialists—all with the idea of leading the student to “generalize” his knowledge and with the further idea of preparing him for the study of “principles” in the ninth grade.

2. The latter part of the survey is to be devoted to showing the contribution of knowledge “to our living together *well*” and how that reacts upon the type of social organization. This should be no mere threadbare account of the industrial revolution: it should be an account of the transforming effects of science on our ways of living together. Notice that the way has been prepared by the student’s work in science, if science is offered in this grade.

A DETAILED VIEW OF THE WORK OF THE EIGHTH GRADE

There is presumably no need for a detailed statement of the general purpose of the work of this grade. It is obvious that, in addition to caring properly for those who must drop out at the end of the year, this grade must (*a*) begin to give many students a rational basis for selection of vocations and (*b*) continue the preparation for the more generalized social study of the ninth grade.

The work in "The Opening of the World to the Use of Man" is designed

1. To knit together and to build upon the social-science survey and geography of the preceding grade in such a way that the student will get as a part of his mental machinery—as tools of which he will make *conscious* use—concepts of change, development, and continuity.
2. In respect to factual background, to give the student some appreciation of the long, hard trail the human race has climbed; to let him see the emergence of Western civilization, its spread over the earth and its contacts with other civilizations.
3. To give the student the "world-background" against which the history of his own country (ninth grade) may be seen in perspective and to make him "cosmopolitan" and "international" in a wholesome sense of those words.

The vocational survey (the individual's place in our social organization) is designed

1. To give the student an opportunity (upon which their experience has caused so many school men to insist) to think through *in specific terms* his own possible contribution to social living. Whether this results in his actually "choosing a vocation" matters little, if at all. Out of it, he should get a clearer notion of the qualities making for individual success in the process of social living.
2. To give this, however, not as a set of maxims and preachments and not as a set of "job analyses" but as a survey of the activities (emphasizing here economic activities without

- neglecting political and social considerations) which are carried on in *our* type of social organization, and
3. To do this in such a way that he will glimpse *an economic organization* in which activities are *in terms of social purposes*. By way of illustration. The student who sees the "undifferentiated" medieval trader split up as time goes on into transporter, insurer, financier, seller, etc., will have a different conception of the work of railroads, insurance companies, banks, etc., from the one he would have had after an unconnected "study of occupations." In other words, the vocational survey is designed to give the student a more thorough and specific conception of our social organization as it actually operates in our "living together."

A DETAILED VIEW OF THE WORK OF THE NINTH GRADE

Here, also, a detailed statement of general purpose may be omitted. Looking back over the junior high school curriculum, this year's work seeks to knit together the preceding work (*a*) in terms of *principles*, and (*b*) in terms of their application to citizenship in our own country. Looking forward to the work of the senior high school, this year's work seeks to pave the way for the more specialized presentation of the social sciences. The work in the history of the United States (presented with "citizenship material" occupying the center of attention) is self-explanatory, if it be kept in mind that the ideal is that of bringing the social-science work of the preceding grades, as well as that of this ninth grade, to a focus in this account of the development of our own social living together. Such a statement indicates the kind of history which is to be presented. The work in principles of social organization assumes that the student has been given sufficient factual background and has attained a sufficient maturity to enable him to view our social living in terms of *principles* rather than in terms of *types* or of *practices*. It asks the student to do, *as a conscious matter*, a most fundamental thing, namely, *seek relationships on a scale which will give him an organic view of our social living*. He is asked (so far as he may now be able) to formulate *consciously* the

principles of social living which should guide him in later years. It is to be noticed in passing that no such opportunity now exists in any stage of our school curriculum. It is conceivable that the first draft of this will have to be in three parts (1) economic organization, (2) political organization, (3) social organization not otherwise handled. But it is hoped and expected that it may be done not as three parts but as one unified whole.

While it forms no part of the basic material, the elective work (for those who plan to take the so-called commercial course) in Survey of Business Administration deserves passing notice. It should dovetail both with the vocational survey of the preceding grade and with the work in Principles of Social Organization of this grade. It should provide the sadly lacking unifying element in the present miscellaneous collection of "commercial courses." It should be of distinct vocational service for the student who can go no farther and it should pave the way for a higher standard of "commercial courses" in the senior high school.

A HINT OF THE PROGRAM OF THE SENIOR HIGH SCHOOL

The foregoing sets forth the material on which the Commission particularly covets discussion, but it is worth while to suggest something of its bearing upon the senior high school program. It is assumed that in each year of the senior high school, some social-study work will be required and that the work will be presented in more specialized (scientific?) form than it was in the earlier grades.

The following statement gives merely a suggestion of possible courses *in the field of economics and business*. Perhaps it contains hints for other fields of study. The Commission believes that our larger high schools, at least, might in time offer considerable choice of courses in the fields that we now designate as political science, history, psychology, and sociology.

1. The financial organization of society and the manager's administration of finance.
2. The market organization of society and the manager's administration of the market.

3. The position of the worker in our society and personnel administration.
4. The evolution of our economic society. (Note that this is vastly more than a "History of Commerce" and vastly more than the typical "Industrial History.")
5. Accounting (not merely as bookkeeping but also as an instrument of control in the hands of the executive).
6. Business Law (as a manifestation of social control of business activity and as a facilitating aid of business).
7. Such *technical* courses as may be expedient. An illustration is shorthand and typewriting.
8. Theories of value and distribution.
9. Government and industry.

THE PROGRAM OF THE FOUR YEAR HIGH SCHOOL

Whatever may be in store for the future, there can be no doubt that the 8-4 form of organization of our public schools is today the dominant one, and the Commission quite recognizes that it might well have worked out in detail a four-year program of secondary-social studies. The reasons why it did not do so have been given in its introductory statement on page 2. It believes that just at this juncture, its best service can be rendered by focusing attention upon the 6-3-3 plan. It points out in passing, however, that from the social study material outlined on page 46 of this report there is much material (a full four-year schedule, indeed) which the four-year high-school administrator will find available for his use. Just what he will choose to use will of course vary with varying local conditions.

As a means of making the program suggested above readily comparable with other proposals which have been made, the outline on page 53 is presented.

In connection with such a program as the Commission has sketched, there is a great opportunity for service on the part of our collegiate schools of business. Some ways in which we may serve are not far to seek. Granted that we are ourselves in an attitude of

COMPARATIVE STATEMENT OF THREE PROPOSALS

	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
1. Committee on History and Citizenship for Citizens of American Historical Association (see pp. 13-15)	The world before 1607 and the beginnings of American history including rise of Latin-American Republics	The world since 1607 viewed in relation to the evolution and expanding world-influences of the United States	Community and national activities or Progress of civilization to about 1050	Progress toward world-democracy since 1050 (mainly European history) emphasizing political aspects but seeking explanations in economic changes, inventions, discoveries, social regroupings, leadership, and thought	United States history during national period studied in same spirit as that indicated for tenth grade	Social, economic and political principles and problems
2. 1916 Report of Subcommittee on Social Studies in Secondary Education, (see pp. 11-13) National Education Association, Commission on Reorganization of Secondary Education	Geography in sequence (¼ yr.), or European history (¼ yr.), parallel Civics as phase of above, or segregated or both European history (1 yr.) Geography taught incidentally to history Civics as cited above	American history in sequence (¼ yr.), or Civics (¼ yr.), parallel Geography taught incidentally to above	Civics, state, national, and world-aspects (¼ yr.) Civics, economic and vocational (¼ yr.) History in connection with above or Civics, economic, and vocational in sequence (¼ yr.), or Economic history (¼ yr.), parallel	European history to approximately the end of the seventeenth century (1 yr.), including ancient, oriental, English, and American exploration European history (including English) since end of seventeenth century (1 or ¼ yr.) American history since the seventeenth century (1 or ¼ yr.) Problems of American Democracy (1 or ¼ yr.)		
3. Commission of the Association of Collegiate Schools of Business and Committee of American Economic Association (see pp. 46-52)	Geographic bases of (physical environment in relation to) United States development Social-science survey (types of social organization) a) Simple industry and simple society b) Transforming effects of knowledge Other studies correlated	Opening of the world to the use of man The place of the individual in our society (vocational survey) Other studies correlated	The history of the United States Principles of social organization Other studies correlated	The presentation of social studies in more specialized form and more in accord with the traditional divisions of the social sciences than was suggested for the earlier grades. Availability of material, local organization of curricula, and vocational needs will all play a part in determining the selection of courses.		

co-operation, every collegiate school of business will find many opportunities to carry that co-operation into effect. The following list represents the more obvious of the opportunities before each institution:

1. We should not neglect the contribution which comes from mere discussion and the spread of information and of points of view. A faculty which develops an awareness of the character of the problem which is upon us, and a willingness to play its part in the drama, has a thousand opportunities, in the classroom and outside it, to exercise responsible leadership.

2. We may well give careful attention to our collegiate school of business entrance requirements, planning them so as to stimulate development in socially defensible channels. The influence of a system of entrance requirements which does not indulge in mulish opposition to a movement that is certainly fundamental in our educational system, but which looks toward co-operation in solving common problems, can hardly be overestimated. It breaks down at once the prejudices of both the secondary and the collegiate educator, and clears the way for constructive action.

3. In this connection we may well give much thought to our own collegiate curricula in business. He would be either a very wise or a very foolish person who would attempt to predict the precise form of these curricula after the reorganization in our educational system has occurred. The time may not be far distant when the collegiate school of business, in at least our Western States, may have to set its graduation requirements not so much in terms of a fixed residence requirement of four years as in terms of the student's acquirements from the time of the seventh grade. Certainly, all of us who work on the certification plan of admission are at this moment dealing with students who have had certified for collegiate admission, work done in the eighth and even in the seventh grades. The foundations of the present organization are already shaking under our feet. We shall not be wise if we try arbitrarily to build a rigid collegiate curriculum upon this shaking foundation. We shall be wise to work co-operatively with the secondary schools in terms of both our entrance requirements and our graduation requirements.

4. We may undertake to make class material available along the lines of our thinking in some of the secondary-school experiments which are today being performed. These experimenters realize, as all must realize, that a mere *administrative* reorganization of the junior and senior high schools would be sterile in content. New material for class instruction must be made available, and for this the collegiate faculties must assume some responsibility. It is suggested that such material might properly include the following: (a) textbooks for the students, (b) books of collateral readings, (c) teachers' manuals, (d) a manual showing ways of encouraging student participation in social activities.

5. We may assume responsibility, presumably in co-operation with our colleges of education, for the training of teachers of commercial subjects in the secondary schools, placing our emphasis upon the training of teachers competent to present the functional aspects of business education, rather than the technical aspects, and putting minor emphasis upon the training of teachers of shorthand, type-writing, business arithmetic, etc., who can certainly be provided in adequate numbers by other institutions.

Individual institutions will properly act in terms of their particular environments and in terms of their peculiar needs. The Commission sees such great possibilities of usefulness in the field that it has little fear of dangerous overlapping or sterile competition.

COMMISSION OF THE ASSOCIATION OF
COLLEGIATE SCHOOLS OF BUSINESS